

# Westward Expansion Classwork Packet

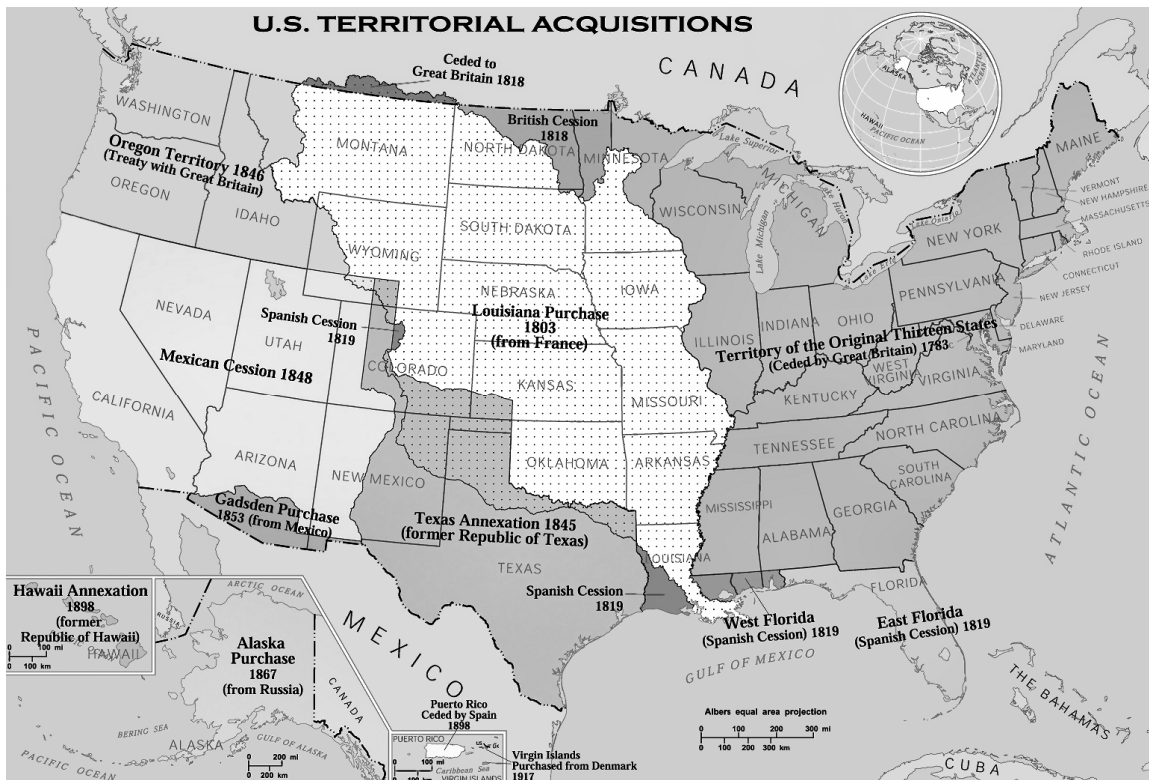


Name \_\_\_\_\_ Per. \_\_\_\_\_

## The United States: 1800



## Westward Expansion 1780-1860



## To What Extent was Manifest Destiny Justified?

**Instructions:** In the following activity, you will work with a partner to investigate eight areas where the United States practiced Manifest Destiny. Fill in the matrix below while visiting the eight stations around the room, as per your teacher's directions. At each station, you are to read the provided material and examine the accompanying map or picture. When your examination is concluded, fill in the matrix with the following information: the date the area was acquired, why it was acquired, method of acquisition (war, cession, treaty), and a justification ranking as to how justified you feel the action of the U.S. was in this area (0= completely **unjustified**/10=completely **justified**). **Make sure you fill in WHY you gave it the ranking you did.** When your entire matrix is completed, answer the Culmination Question at the end.

AREA	DATE ACQUIRED	REASONS WHY WE WANTED IT/ACQUIRED IT	METHOD USED TO ACQUIRE IT	RANKING & JUSTIFICATION
<i>Louisiana Territory</i>				
<i>Red River Basin</i>				
<i>Florida</i>				
<i>Texas</i>				

AREA	DATE ACQUIRED	REASONS WHY WE WANTED IT/ACQUIRED IT	METHOD USED TO ACQUIRE IT	RANKING & JUSTIFICATION
<i>Oregon</i>				
<i>Mexican Cession</i>				
<i>Gadsden Purchase</i>				
<i>Alaska</i>				
<i>Hawaii</i>				

**Culmination Question: To what extent was Manifest Destiny Justified (0-10)? Explain, using specific examples from your matrix to support your thesis.** (Answer in paragraph form on a separate sheet of paper if assigned to do so)

## The Election of 1828

Andrew Jackson's victory over John Quincy Adams in 1828 was unique because, for the first time, all of the states except two chose their electors by popular vote.

The chart on this page shows the election results of 1828. On the map, shade in red those states carried by Jackson; shade in blue those carried by Adams. If a state split its electoral vote, shade that state blue and red. Then use the chart and map to answer the following questions.

### COMPREHENSION

#### Explaining Graphic Information

1. Which states chose their electors by the state legislature?

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2. Which six states had the largest number of electoral votes?

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3. Which state had the largest popular and electoral vote in the election of 1828?

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4. Identify the six New England states that strongly supported Adams.

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5. Where was Jackson's strongest base of support?

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### SYNTHESIS Forming Generalizations

6. If Adams had carried all of the electoral votes of the six states identified in question 4, would he have won the election of 1828? Explain.

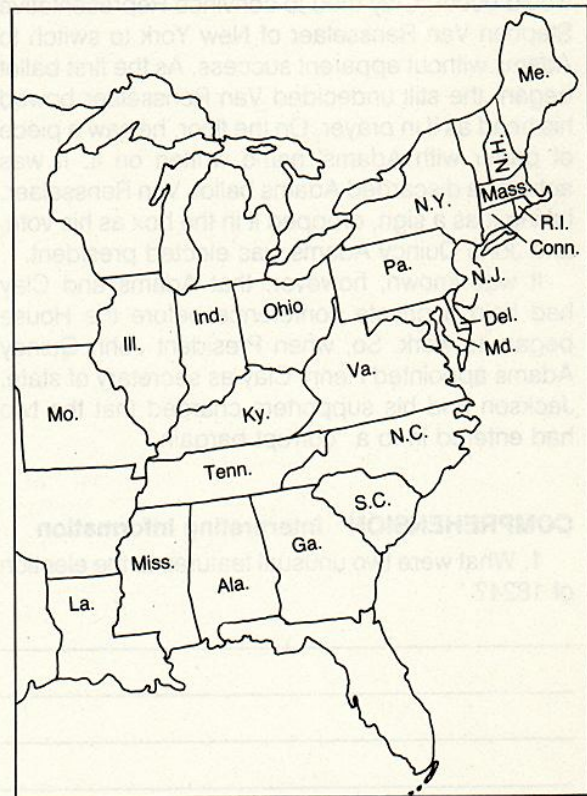
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### Results of the Election of 1828

States	Popular Vote for Jackson, Calhoun	Popular Vote for Adams, Rush	Electoral Vote for Jackson, Calhoun	Electoral Vote for Adams, Rush
Ala.	17,138	1,938	5	0
Conn.	4,448	13,838	0	8
Del.	—	—	0	3
Ga.	19,383	No Opposition	9	0
Ill.	9,560	4,662	3	0
Ind.	22,257	17,052	5	0
Ky.	39,397	31,460	14	0
La.	4,603	4,076	5	0
Md.	24,565	25,527	5	6
Me.	13,927	20,733	1	8
Mass.	6,016	29,876	0	15
Miss.	6,772	1,581	3	0
Mo.	8,272	3,400	3	0
N.H.	20,922	24,134	0	8
N.J.	21,951	23,764	0	8
N.Y.	140,763	135,413	20	16
N.C.	37,857	13,918	15	0
Ohio	67,597	63,396	16	0
Pa.	101,652	50,848	28	0
R.I.	821	2,754	0	4
S.C.	—	—	11	0
Tenn.	44,293	2,240	11	0
Vt.	8,350	25,363	0	7
Va.	26,752	12,101	24	0
	<u>647,276</u>	<u>508,074</u>	<u>178</u>	<u>83</u>



### Indian Removal

Cause of issue:

Course:

Consequence:

Increase or decrease power of pres?

### The Nullification Crisis

Cause of issue:

Course:

Consequence:

Increase or decrease power of pres?

## How democratic was Jacksonian Democracy?

### The Bank Conflict

Cause of issue:

Course:

Consequence:

Increase or decrease power of pres?

### Jackson's Veto Powers

Cause of issue:

Course:

Consequence:

Increase or decrease power of pres?

Referring to the 4 issues discussed in class, would you say that Jackson was acting in the best interest of the American people or was he acting on behalf of his own interest? Explain your answer.

## Lewis & Clark Video Guide

1. Who commissioned the Lewis & Clark expedition?
2. What was their basic task they were expected to perform?
3. How did Lewis and Clark complement each other? Think of the qualities each brought to the expedition.
4. Why was the expedition encounter with the Teton Sioux important?
5. Why was a pregnant Sacagawea an asset to the expedition?
6. How did the expedition get over the Missouri Falls?
7. How did Sacagawea impact the expedition in their encounter with the Shoshone Tribe?
8. How did the Nez Perce Tribe assist the expedition?
9. Approximately how long did the expedition take?
10. Why was this expedition so significant?
  - a. Proved an easy water passage to the Pacific Ocean did not exist.
  - b.
  - c. Described the various Indian tribes that existed in the West.

Exit Task: To what extent did Native Americans contribute to the success of the Lewis & Clark expedition? (1-10 with 1= no assistance and 10 = great assistance). Cite an example to support your evaluation.

## **Blankets for the Dead**

1. Identify 3 things from the reading that you already knew.

- a.
- b.
- c.

2. Identify 3 things that you learned from the reading that you feel will be helpful to you on the Regents Exam.

- a.
- b.
- c.

3. According to the section entitled "A Country More Suitable," it states that government treaties with Indians claimed that removal was in the Indians' best interest.

a. Explain the justification for the removal.

b. AFTER reading the ENTIRE article, was it in their best interest? Justify your response with specifics from the article.

4. The title of the article is *Blankets for the Dead*. Where does that title come from? Be SPECIFIC in your answer.

5. Identify 3 common experiences shared by all of the tribes in this article.

- a.
- b.
- c.



## Worcester v. Georgia (1832)

In the early 19th century, the Cherokee people owned a vast area of land in Georgia. They organized a thriving community with a constitution and republican institutions of government. They clearly meant to live as a free and sovereign, or self-governing, people. Georgia state government officials, however, had a different view of Cherokee destiny. They enacted laws that placed Cherokee lands under the control of Georgia county governments.

The Cherokees objected to Georgia's efforts to rule them. They brought suit directly to the U.S. Supreme Court on grounds that they were an independent nation whose rights had been violated by the state of Georgia. Writing for the Court, Chief Justice John Marshall, in *Cherokee Nation v. Georgia* (1831), held that the Court had no jurisdiction, under the U.S. Constitution, to deal with this issue because the Cherokees were "a domestic, dependent nation"—not a truly sovereign nation.

In March 1831 the Georgia militia arrested Samuel A. Worcester and thereby reopened the legal issue of Cherokee rights in the United States. Worcester was a white Christian missionary who lived among the Cherokee people. He was charged by the Georgia government with violation of a law prohibiting "all white persons [from] residing within the limits of the Cherokee nation...without a license or permit from his Excellency the [Georgia] governor." A Georgia state court found Worcester guilty and sentenced him to four years in the state penitentiary. Worcester appealed to the U.S. Supreme Court.

### The Issue

Worcester's attorneys claimed that the Georgia law he violated was unconstitutional because it conflicted with U.S.–Cherokee treaties, the contract and commerce clauses of the U.S. Constitution, and the sovereign status of the Cherokee nation. Should the national rights of the Cherokees be recognized? Should the Georgia law at issue in this case be declared void?

### Opinion of the Court

Chief Justice John Marshall decided against Georgia. He wrote that the Cherokee and other "Indian nations" were "distinct, independent political communities, retaining their original natural rights." This was a dramatic change from the Supreme Court's decision one year earlier in *Cherokee Nation v. Georgia*. Marshall overturned Worcester's conviction and ordered his release from prison.

### Significance

President Andrew Jackson and the executive branch of the federal government refused to abide by the Court's decision. Worcester remained in jail and served his four-year sentence. The Georgia government moved against the Cherokee people, who were eventually forced to move west of the Mississippi River.

Chief Justice Marshall's *Worcester* opinion departed from his *Cherokee Nation* opinion. Nevertheless, the *Cherokee Nation* opinion prevailed in subsequent cases, to the disadvantage of the people classified in the 1831 case as "domestic, dependent nations." - Perdue, Theda. *The Cherokee* (New York: Chelsea House, 1988)  
<http://www.answers.com/topic/worcester-v-georgia>

## Worcester v Georgia Review Questions

1. For whom did the Supreme Court rule in Worcester v. Georgia?
2. Why did the court make this decision?
3. How did President Jackson react to this decision?
4. Although the Supreme Court ruled that the Cherokee “retain[ed] their original natural rights,” why were they forcibly removed from their land in 1838?
5. Which was a more dangerous result of this event: Jackson allowing the state of Georgia to violate the rights of the Cherokee or the President refusing to enforce a Supreme Court decision? Explain.

TIME PERIOD	US – Native American Policy	IMPACT ON NATIVE-AMERICANS	DRAW A SYMBOL TO HELP YOU REMEMBER
Early Contact – 1700s	<ul style="list-style-type: none"> <li>• NA's weren't even considered citizens</li> <li>• There WERE considered savages, uncivilized</li> <li>• Treaties were often made &amp; were the accepted method the US conducted relations w/Indian tribes</li> <li>• Before War of 1812, the early Indian treaties were <b>voluntary &amp; benefited both</b>: US got land &amp; nonaggression promises &amp; tribes got goods &amp; services</li> </ul>		
Early 1800s	<ul style="list-style-type: none"> <li>• Lewis &amp; Clark expedition opened up the west &amp; forever changed the lives of N-A's</li> <li>• After the War of 1812, when Br. was no longer a threat, the US didn't need to stay friendly w/tribes</li> <li>• What they wanted most: LAND!!!</li> <li>• Treaties were no longer voluntary after 1812</li> <li>• Land Removal Policy: Cherokee v. Georgia</li> <li>• Most politicians never imagined that Americans would settle west of the Mississippi River. But the demand for land to accommodate westward expansion resulted in conflict as tribes resisted this movement.</li> <li>• This problem was made worse with the discovery of gold in Colorado &amp; the influx of fortune-seekers, disturbing the buffalo hunting grounds. Tensions increased.</li> <li>• Massacre at Sand Creek "Kill and scalp all, big and little; nits make lice." <i>Col John Chivington</i></li> <li>• They were forced to accept the reservation system- living on small islands of land far removed from the expanding American frontier.</li> </ul>		

<p><b>Mid to Late 1800s</b></p>	<ul style="list-style-type: none"> <li>• From the 1850's through the 1880's, the military interest was to defeat the western tribes that stood in the way of westward expansion</li> <li>• As white settlers desired the territory set aside as reservations for N-A's, they were displaced to less desirable lands.</li> <li>• 1871 Congress abolishes its practice of making treaties with Indian tribes, stating that Indian tribes were not sovereign nations &amp; therefore the US doesn't have to negotiate with them; <b>simply pass laws</b></li> <li>• territorial governors were responsible for developing their territory for eventual statehood; they needed to <b>maintain order</b>;</li> <li>• Late 1877, no tribes were living on the land in the traditional way; all returned to their reservations</li> <li>• The gov't followed a policy of <b>paternalism</b> as the Bureau of Indian Affairs fed, clothed, educated &amp; converted the American Indian.</li> <li>• <b>ASSIMILATION of the Indian had 3 goals:</b> <ol style="list-style-type: none"> <li>1. Christianize</li> <li>2. Educate</li> <li>3. Dawes Act-1887- to make them become farmers</li> </ol> </li> </ul> <p><b>Ultimate Goal: Kill the Indian; Save the Man</b></p>		
<p><b>1900s</b></p>	<ul style="list-style-type: none"> <li>• <b>1 Step Forward.....</b></li> <li>• 1924- granted full citizenship as reward for their WW I contributions but many states still wouldn't allow N-A's to vote (New Mexico only allowed this since 1948)</li> <li>• 1934- Indian Reorganization Act permitted tribes to form tribal governments; gave them the right to negotiate with fed'l, state &amp; local gov't</li> </ul>		

<b>1900s continued</b>	<ul style="list-style-type: none"> <li>• <b>2 Steps backward....</b></li> <li>• 1950's saw a return of boarding school system &amp; end to classes that stressed Native culture</li> <li>• Post WW II – urban living for NA's allowed some to assimilate into white society but others returned to reservations. Some fell into poverty.</li> </ul>		
<b>1960s &amp; 1970s</b>	<ul style="list-style-type: none"> <li>• Nixon est. policy of self-determination- <i>Self-Determination Act</i>- the most supportive president of tribal self-government; no longer the "<i>paternalistic Great White Father</i>"</li> <li>• Clinton: "<i>support and respect tribal sovereignty</i>"</li> </ul>		
<b>Today</b>	<ul style="list-style-type: none"> <li>• Indian activism: (AIM) has become forceful in demanding Indian rights to hunt, fish &amp; gather</li> <li>• NA issues: alcoholism, poverty, drug use, casinos!!!</li> </ul>		

CREATE A TIMELINE OF U.S.-NATIVE AMERICAN RELATIONS by describing the *PATTERN* of the relationship.

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1700's

1800's

1900's

Today

*We Shall Remain*: Episode 3 – Trail of Tears

1. For each main character, complete the chart below:

Character	Early Life/Education	Role in Cherokee Nation	Opinion of/Role in Removal
He Who Walks Upon the Ridge <b>or</b> The Ridge <b>or</b> General Ridge			
John Ross			
John Ridge			

2. Describe the United States' policy of Civilization and the impact it has on the Cherokee Nation.

3. What does the state of Georgia do in response to Andrew Jackson's Indian Removal Act?

4. Who does the Supreme Court rule in favor of in *Worcester v. Georgia*?

5. What is the significance of *Worcester v. Georgia*?

6. When it is clear that President Jackson will not enforce *Worcester v. Georgia*, the Cherokee people must decide whether they will stay or leave their land. Complete the chart below:

Arguments for Staying	Arguments for Leaving

7. What major obstacles did the Cherokee face during Removal?

8. What impact did Removal have on the Cherokee people? Complete the chart below:

Short Term Impact	Long Term Impact

9. What does the United States gain as a result of Indian Removal?

10. What does the United States lose as a result of Indian Removal?

## Ghost Dance at Wounded Knee

### Reading Comprehension Questions

1. Identify 3 things from the reading that you already knew.
  - a.
  - b.
  - c.
2. Identify 3 things that you learned from the reading that you feel will be helpful to you on the Regents exam.
  - a.
  - b.
  - c.
3. Explain three SPECIFIC ways the "West Was Lost."
  - a.
  - b.
  - c.
4. The title of the article is "Ghost Dance at Wounded Knee." Based on the reading, explain why the author titled the article as he did.
5. Explain the irony surrounding the white man's reaction to the Ghost Dance.